Introduction

The New England Common Assessment Program (NECAP) Reading GLEs have been developed as a means to identify the reading content knowledge and skills expected of all students, for large-scale assessment of reading in grades 3-8. Grade span expectations (GSEs) for grades 9-10 and grades 11-12 have been developed . GLEs and GSEs _are_ _meant to_ _capture the "big ideas" of reading_ that can be assessed, without narrowing the curriculum locally. They _are not intended_ to represent the full reading curriculum for instruction and assessment locally, at each grade. The set of GLEs/GSEs includes concepts and skills intended to be assessed on demand, in a large-scale assessment (indicated by "State") and other GLEs/GSEs (indicated by shading and "Local") for local assessment purposes only. All of the Reading GLEs/GSEs described in this document are expected to be assessed locally, even if indicated for large-scale assessment. "Local GLEs/GSEs" in reading include those concepts and skills not easily assessed in an on-demand setting (e.g., reading fluency, reading accuracy, self-correcting while reading, depth and breadth of reading, etc.). Grade Level/Span Expectations – at any grade – represent reading content knowledge and skills _introduced instructionally at least one to two years before_ students are expected to demonstrate confidence in applying them independently in an on-demand assessment.

The GLEs and GSEs in this document can be interpreted as describing the expectations for the end of the grade/grade span identified, or the beginning of the next grade/grade span. For example, grade 7 GLEs identify grade span expectations in reading for both the end of grade 7 and the beginning of grade 8, for large-scale assessment purposes.

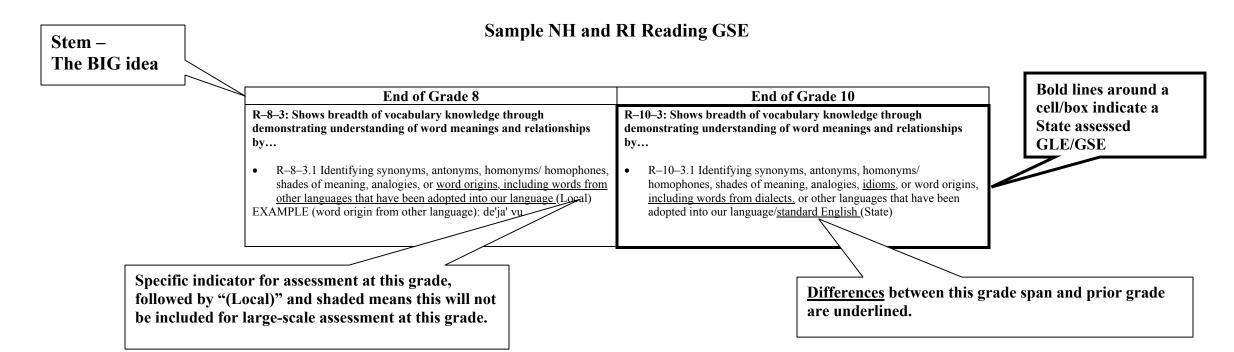**When using Reading Grade Level and Grade Span Expectations, the following are important to understand:**

1) All of the concepts and skills identified at a given grade level are "fair game" for large-scale assessment purposes if "(State)" appears at the end of the GSE. Conjunctions used throughout this document have specific meaning. The use of the conjunction "or" means that a student can be assessed on all or just some of the elements of the GLE/GSE in a given year. The use of "and" between elements of a GLE/GSE means that the _intent_ is to assess each element every year. In some situations, "or" is used when students have choices about how they will provide supporting evidence for their response.

   (E.g., "R–4–5.2 Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits" means that students may be asked to describe main characters' physical characteristics OR to describe characters' personality traits, OR to provide any or all of the following – thoughts, words, OR actions -- to support their responses that reveal characters' personality traits.)

2) Each GLE/GSE includes three parts.
   - **A statement in bold,** called the "stem," is at the beginning of each GLE/GSE. Each "stem" is the same or similar across the grades for a given GLE/GSE, and is meant to communicate the main curriculum and instructional focus of the GLE/GSE across the grades.
   - The non-bold text within a GLE/GSE indicates how the GLE/GSE is specified at a given grade level or grade span. There are often are several indicators for each GLE/GSE stem. Each indicator is coded and indicated as fair game for "state" or "local" assessment.
   - Differences between adjacent grades are underlined. (Note: Sometimes nothing is underlined within a GLE/GSE. In these situations, differences in adjacent grades "assume increasing text complexity" and are noted for those GLEs/GSEs. (See Appendix F for descriptions of increasing text complexity.)

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3) Each GLE/GSE is coded for the content area, the grade span, the GSE "stem" number, and the specific indicator for that GSE stem. [E.g., "R—10--6.2" means R (Reading) – 10 (grade 10) - 6 (6th GSE "stem") – 2 (the second specific indicator for the 6th GSE stem).]

Sample NH and RI Reading GSE

**Stem –
The BIG idea**

Bold lines around a cell/box indicate a State assessed GLE/GSE

End of Grade 8	End of Grade 10
R–8–3: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by…	**R–10–3: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by…**
• R–8–3.1 Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, analogies, or <u>word origins, including words from other languages that have been adopted into our language</u> (Local) EXAMPLE (word origin from other language): de'ja' vu	• R–10–3.1 Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, analogies, <u>idioms,</u> or word origins, <u>including words from dialects,</u> or other languages that have been adopted into our language/<u>standard English</u> (State)

Specific indicator for assessment at this grade, followed by "(Local)" and shaded means this will not be included for large-scale assessment at this grade.

<u>Differences</u> between this grade span and prior grade are underlined.

The GLE/GSE stem identifies "the what" – meaning, "What is the big idea for instruction and assessment?"
The bulleted indicators following each stem identify "the how" – meaning, "How will students demonstrate what they know and can do?"

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Overview of New Hampshire and Rhode Island *Draft* Grade Span Expectations (GSEs) for Reading

Reading Content Clusters	Focus of GLE/GSE	GLE/GSE Number*	Page
Early Reading Strategies (Grades K-1 only)	Phonological Awareness	**R-9**	**4**
	Concepts of Print	**R-10**	**4**
Reading Fluency and Accuracy	Reading Fluency and Accuracy	**R-11**	**5**
Word Identification Skills and Strategies (Grades K-4 only)	Word Identification and Decoding Strategies	**R-1**	**6**
Vocabulary	Vocabulary Strategies	**R-2**	**7**
	Breadth of Vocabulary	**R-3**	**8**
Literary Texts	Initial Understanding of Literary Texts	**R-4**	**9**
	Analysis and Interpretation of Literary Text, Citing Evidence	**R-5** **R-6**	**11** **13**
	Generates a Personal Response	**R-16**	**14**
Informational Texts	Initial Understanding of Informational Text (Expository and Practical Text across Content Areas)	**R-7**	**15**
	Analysis and Interpretation of Informational Text (Expository and Practical Text across Content Areas), Citing Evidence	**R-8**	**18**
Reading Strategies	Strategies for Monitoring and Adjusting Reading	**R-12**	**20**
	Reading Comprehension Strategies	**R-13**	**21**
Breadth of Reading	Reading Widely and Extensively	**R-14**	**22**
	Participating in Literate Community	**R-17**	**23**
	Reading for Research Across Content Areas	**R-15**	**24**
Reading Appendices	**A: *Suggested* Informational and Literary Texts**		**25**
	B: The Six Syllable Types		**26**
	C: Reading Fluency Rates		**26**
	D: Metacognition Strategies for Understanding Text		**27**
	E: Glossary of Reading Terms		**28**
	F: A Discussion of "Increasing Text Complexity"		**34**

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*NOTE: GLE/GSE numbering is not in sequence. The numbering code was built upon the exiting GLEs for grades 2-8 when local and high school GLEs/GSEs were added.

2006 Version

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EARLY READING STRATEGIES: Phonological Awareness (R-9) and Concepts of Print (R-10)					
End of Grade 5 **LOCAL ONLY**	**End of Grade 6** **LOCAL ONLY**	**End of Grade 7** **LOCAL ONLY**	**End of Grade 8** **LOCAL ONLY**	**End of Grade 10** **LOCAL ONLY**	**End of Grade 12** **LOCAL ONLY**
No GLE at this grade level	**No GLE at this grade level**	**No GLE at this grade level**	**No GLE at this grade level**	**No GSE at this grade level**	**No GSE at this grade level**

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READING FLUENCY AND ACCURACY (R-11)					
End of Grade 5 **LOCAL ONLY**	End of Grade 6 **LOCAL ONLY**	End of Grade 7 **LOCAL ONLY**	End of Grade 8 **LOCAL ONLY**	End of Grade 10 **LOCAL ONLY**	End of Grade 12 **LOCAL ONLY**
R–5–11 **Reads grade-level appropriate material with:** R—5—11.1Accuracy: reading material appropriate for grade 5 with 90-94% accuracy (Local) (See Appendix F for sample titles.)	**R–6–11** **Reads grade-level appropriate material with:** R—6—11.1Accuracy: reading material appropriate for grade 6 with 90-94% accuracy (Local) (See Appendix F for sample titles.)	**R—7—11** **Reads grade-level appropriate material with:** R—7—11.1 Accuracy: reading material appropriate for grade 7 with at least 90-94% accuracy (Local) (See Appendix F for sample titles.)	**R—8--11:** **Reads grade-level appropriate material with:** R—8—11.1Accuracy: reading material appropriate for grade 8 with at least 90-94% accuracy (Local) (See Appendix F for sample titles.)	**R—10--11** **Reads grade-level appropriate material with:** R—10—11.1 Accuracy: reading material appropriate for high school with at least 90-94% accuracy (Local) (See Appendix F for sample titles.)	**R—12--11** **Reads grade-level appropriate material with:** R—12—11.1 Accuracy: reading material appropriate for high school with at least 90-94% accuracy (Local) (See Appendix F for sample titles.)
R—5—11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading (Local) (See Appendix C) for suggested rates.)	R—6—11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading (Local) (See Appendix C for suggested rates.)	R—7—11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (Local) (See Appendix C for suggested rates.)	R—8—11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (Local) (See Appendix C for suggested rates.)	R—10—11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (Local) (See Appendix C for suggested rates.)	R—12—11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (Local) (See Appendix C for suggested rates.)
R—5—11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue (Local)	R—6—11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue (Local)	R—7—11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local)	R—8—11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local)	R—10—11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local)	R—12—11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local)

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WORD IDENTIFICATION SKILLS AND STRATEGIES (R-1)					
End of Grade 5 **LOCAL ONLY**	**End of Grade 6** **LOCAL ONLY**	**End of Grade 7** **LOCAL ONLY**	**End of Grade 8** **LOCAL ONLY**	**End of Grade 10** **LOCAL ONLY**	**End of Grade 12** **LOCAL ONLY**
R–5–1 Applies word identification/ decoding strategies by … • R–5–1.1 Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/ syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types.)	**R–6–1 Applies word identification/ decoding strategies by …** • R–6–1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local)	**R–7–1 Applies word identification/ decoding strategies by …** • R–7–1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local)	**R–8–1 Applies word identification/ decoding strategies by …** • R–8–1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local)	**R–10–1 Applies word identification/ decoding strategies by …** • R–10–1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local)	**R–12–1 Applies word identification/ decoding strategies by …** • R–12–1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local)

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VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-2)					
End of Grade 5 **State assessed at Grade 6**	**End of Grade 6** **State assessed at Grade 7**	**End of Grade 7** **State assessed at Grade 8**	**End of Grade 8** **LOCAL ONLY**	**End of Grade 10** **State assessed at Grade 11**	**End of Grade 12** **LOCAL ONLY**
R–5–2 Students identify the meaning of unfamiliar vocabulary by… • R—5—2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)	**R–6–2 Students identify the meaning of unfamiliar vocabulary by…** • R—6—2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, <u>thesauruses</u>; or prior knowledge) (State)	**R–7–2 Students identify the meaning of unfamiliar vocabulary by…** • R—7—2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, <u>common roots, or word origins; or</u> context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge) (State) EXAMPLE (of common root): inspection (in -**spec**-tion)	**R–8–2 Students identify the meaning of unfamiliar vocabulary by…** • R—8—2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) (Local)	**R–10–2 Students identify the meaning of unfamiliar vocabulary by…** • R—10—2.1a Using strategies to unlock meaning (e.g., knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses <u>to determine definition, pronunciation, etymology, or usage of words</u>; or prior knowledge) (State) • R—10—2.1b Using strategies to unlock meaning including base words, <u>general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words</u>; or prior knowledge (Local)	**R–12–2 Students identify the meaning of unfamiliar vocabulary by…** • R—12—2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge) (Local) • R—12—2.1b Using strategies to unlock meaning including base words, <u>general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words</u>; or prior knowledge (Local)

(GLE/GSE R-2 Assumes a variety of texts and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

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VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-3)					
End of Grade 5 **State assessed at Grade 6**	**End of Grade 6** **State assessed at Grade 7**	**End of Grade 7** **State assessed at Grade 8**	**End of Grade 8** **LOCAL ONLY**	**End of Grade 10** **State assessed at Grade 11**	**End of Grade 12** **LOCAL ONLY**
R–5–3 **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by…** • R–5–3.1 Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning (State)	**R–6–3** **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by…** • R–6–3.1 Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning (State)	**R–7–3** **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by…** • R–7–3.1. Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning (State)	**R–8–3** **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by…** • R–8–3.1 Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, or <u>word origins, including words from other languages that have been adopted into our language</u> (Local) EXAMPLE (word origin from other language): de'ja' vu	**R–10–3** **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by…** • R–10–3.1 Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, analogies, <u>idioms</u>, or word origins, <u>including words from dialects,</u> or other languages that have been adopted into our language/<u>standard English</u> (State)	**R–12–3** **Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by…** • R—12–3.1 Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, analogies, idioms, or word origins, including words from dialects, or other languages that have been adopted into standard English (Local)
• R–5–3.2 Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (State)	• R–6–3.2 Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (State)	• R–7–3.2 Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (State)	• R–8–3.2 Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (Local)	• R–10–3.2 Selecting appropriate words or explaining the use of words in context, including <u>connotation or denotation</u>, shades of meanings of words/<u>nuances, or idioms;</u> or use of content-specific vocabulary, words with multiple meanings, precise language, or <u>technical vocabulary</u> (State) EXAMPLE: Students might be asked to explain the meaning of terminology appropriate to the content of the subject area as used in a text passage	• R—12—3.2 Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary (Local)

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INITIAL UNDERSTANDING of LITERARY TEXTS (R-4.1 to R-4.3)					
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and High school GSEs. A list of suggested literary texts for instructional and assessment purposes is included in Appendix A.					
End of Grade 5 State assessed at Grade 6	End of Grade 6 State assessed at Grade 7	End of Grade 7 State assessed at Grade 8	End of Grade 8 LOCAL ONLY	End of Grade 10 State assessed at Grade 11	End of Grade 12 LOCAL ONLY
R–5–4 **Demonstrate initial understanding of elements of literary texts by…** • R–5–4.1 Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time (State)	**R–6–4** **Demonstrate initial understanding of elements of literary texts by…** • R–6–4.1 Identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time (State) EXAMPLE (of setting changing): In this poem, how does the farm's appearance change over the years?	**R–7–4** **Demonstrate initial understanding of elements of literary texts by…** • R–7–4.1 Identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action (State)	**R–8–4** **Demonstrate initial understanding of elements of literary texts by…** • R–8–4.1 Identifying or describing character(s), setting, problem/ solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action (Local)	**R–10–4** **Demonstrate initial understanding of elements of literary texts by…** • R–10–4.1 Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action (State)	**R–12–4** **Demonstrate initial understanding of elements of literary texts by…** • R-12-4.1 Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action (Local)
• R–5–4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State)	• R–6–4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State)	• R–7–4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State)	• R–8–4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (Local)	• R–10–4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State)	• R–12–4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (Local)
• R—5—4.3 Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information. (Local)	• R-6—4.3 Generating questions before, during, and after reading to enhance understanding and recall, expand understanding and/or gain new information (Local)	• R-7—4.3 Generating questions before, during, and after reading to enhance//expand understanding and /or gaining new information (Local)	• R-8—4.3 Generating questions before, during, and after reading to enhance//expand understanding and /or gaining new information (Local)	• R-10—4.3 Generating questions before, during, and after reading to enhance//expand understanding and /or gaining new information(Local)	• R-12—4.3 Generating questions before, during, and after reading to enhance understanding and recall enhance//expand understanding and /or gaining new information (Local)

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INITIAL UNDERSTANDING of LITERARY TEXTS (R-4 .4 to R-4.5)					
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and High school GSEs. A list of suggested literary texts for instructional and assessment purposes is included in Appendix A.					
End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 LOCAL ONLY	End of Grade 8 LOCAL ONLY	End of Grade 10 LOCAL ONLY	End of Grade 12 LOCAL ONLY
R—5—4.4 Identifying the characteristics of a variety of types of text (e.g., **literary texts**: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, <u>mysteries</u>) (Local)	• R--6—4.4 Identifying the characteristics of a variety of types/genres of literary text (e.g., **literary texts:** poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, <u>science fiction, myths, legends</u> (Local)	• R--7—4.4 Identifying the characteristics of a variety of types/genres of literary text (e.g., **literary texts:** poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, <u>short stories</u> (Local)	• R--8—4.4 Identifying the characteristics of a variety of types/genres of literary text (e.g., **literary texts:** poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, <u>epics (poems, novels, dramas</u>) (Local)	• R--10—4.4 Identifying the characteristics of a variety of types/genres of literary text (e.g., **literary texts:** poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics, <u>novels, dramatic presentations, comedies, tragedies, satires, parodies, memoirs, epistles</u>) (Local)	• R--12—4.4 Identifying the characteristics of a variety of types/genres of literary text (e.g., **literary texts:** poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics, novels, dramatic presentations, comedies, tragedies, satires, parodies, memoirs, epistles) (Local)
• R—5—4.5 Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, <u>imagery, or simple metaphors</u> (Local)	• R—6—4.5 Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, simple metaphors, <u>flashback, onomatopoeia, repetition, or idioms</u> (Local)	• R—7—4.5 Identifying literary devices as appropriate to genre: <u>rhyme schemes</u>, alliteration, simile, dialogue, imagery, <u>metaphors</u>, flashback, onomatopoeia, repetition, or <u>personification</u> (Local)	• R—8—4.5 Identifying literary devices as appropriate to genre: rhyme schemes, alliteration, simile, dialogue, imagery, metaphors, flashback, onomatopoeia, repetition, personification, or <u>hyperbole</u> (Local)	• R—10—4.5 Identify literary devices as appropriate to genre (e.g., similes, metaphors, alliteration, rhyme scheme, onomatopoeia, imagery, repetition, flashback, <u>foreshadowing</u>, personification, hyperbole, <u>symbolism, allusion, diction, syntax, bias, or point of view</u>) (Local)	• R—12—4.5 Identify literary devices as appropriate to genre (e.g., similes, metaphors, alliteration, rhyme scheme, onomatopoeia, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, allusion, diction, syntax, bias, or point of view) (Local)
(GLE/GSE R-4 assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					

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ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.1 to R-5.3)

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and GSEs. See Appendix A for a list of suggested literary texts for instructional and assessment purposes.

End of Grade 5 State assessed at Grade 6	End of Grade 6 State assessed at Grade 7	End of Grade 7 State assessed at Grade 8	End of Grade 8 LOCAL ONLY	End of Grade 10 State assessed at Grade 11	End of Grade 12 LOCAL ONLY
R–5–5 **Analyze and interpret elements of literary texts, citing evidence where appropriate by…** • R–5–5.1 Making logical predictions (State) EXAMPLE: Which event is most likely to happen next?	**R–6–5** **Analyze and interpret elements of literary texts, citing evidence where appropriate by…** • R–6–5.1 Explaining or supporting logical predictions (e.g., providing evidence from text to explain why something is likely to happen next) (State)	**R–7–5** **Analyze and interpret elements of literary texts, citing evidence where appropriate by…** • R–7–5.1 Explaining or supporting logical predictions (State)	**R–8–5** **Analyze and interpret elements of literary texts, citing evidence where appropriate by…** • R–8–5.1 Explaining or supporting logical predictions (Local)	**R–10–5** **Analyze and interpret elements of literary texts, citing evidence where appropriate by…** • R–10–5.1 Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot) (State)	**R–12–5** **Analyze and interpret literary elements within or across texts, citing evidence where appropriate by…** • R-12--5.1 Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot) (Local)
• R–5–5.2 Describing characters' physical characteristics, personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time (State)	• R–6–5.2 Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time (State)	• R–7–5.2 Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time (State)	• R–8–5.2 Describing characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time (Local)	• R–10–5.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (State)	• R-12--5.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (Local)
• R–5–5.3 Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how the setting affects a character or plot development) (State)	• R–6–5.3 Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters' actions or thinking) (State)	• R–7–5.3 Making inferences about cause/effect (e.g., explaining how an event gives rise to the next), internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (State)	• R–8–5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots) (Local)	• R–10–5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots) (State)	• R—12--5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text(s) (e.g., describing the interaction among plot/subplots, theme/setting, symbolism/characterization) (Local)

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ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5 .4 to R-5.6)					
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and GSEs. See Appendix A for a list of suggested literary texts for instructional and assessment purposes.					
End of Grade 5 **State assessed at Grade 6**	**End of Grade 6** **State assessed at Grade 7**	**End of Grade 7** **State assessed at Grade 8**	**End of Grade 8** **LOCAL ONLY**	**End of Grade 10** **State assessed at Grade 11**	**End of Grade 12** **LOCAL ONLY**
• R–5–5.4 Identifying the narrator (State)	• R–6–5.4 Explaining how the narrator's point of view affects the reader's interpretation (State) EXAMPLE: This story is told from Ted's point of view. What do you know about how Ted feels because he tells the story?	• R–7–5.4 Explaining how the narrator's point of view affects the reader's interpretation (State)	• R–8–5.4 Explaining how the narrator's point of view affects the reader's interpretation (Local)	• R–10–5.4 Explaining how the narrator's point of view or author's style is evident and affects the reader's interpretation (State) EXAMPLE: If this story were told from another character's point of view, how would the reader's interpretation be different?	• R–12–5.4 Explaining how the narrator's point of view, or author's style, or tone is evident and affects the reader's interpretation or is supported throughout the text(s) (Local)
• R–5–5.5 Identifying author's message or theme (implied or stated, as in a fable) (State)	• R–6–5.5 Identifying author's message or theme (State)	• R–7–5.5 Explaining how the author's message or theme is supported within the text (State)	• R–8–5.5 Explaining how the author's message or theme (which may include universal themes) is supported within the text (Local)	• R–10–5.5 Explaining how the author's purpose (e.g., to entertain, inform or persuade) message or theme (which may include universal themes) is supported within the text (State)	• R—12--5.5 Explaining how the author's purpose (e.g., to entertain, inform or persuade) message or theme (which may include universal themes) is supported within the text(s) (Local)
• R—5—5.6 Identifying causes or effects, including possible motives of characters (Local)	• (GLE R—6—5.6 becomes subsumed under R—6—5.2 and R—6—5.3)				
(GLE/GSE R-5 assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					

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ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-6)					
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and GSEs. See Appendix A for a list of suggested literary texts for instructional and assessment purposes.					
End of Grade 5 **State assessed at Grade 6**	**End of Grade 6** **State assessed at Grade 7**	**End of Grade 7** **State assessed at Grade 8**	**End of Grade 8** **LOCAL ONLY**	**End of Grade 10** **State assessed at Grade 11**	**End of Grade 12** **LOCAL ONLY**
R–5–6 **Analyze and interpret author's craft, citing evidence where appropriate by…** • R–5–6.1 Demonstrating knowledge of use of literary elements and devices (i.e., imagery or exaggeration) to <u>analyze literary works</u> (State)	**R–6–6** **Analyze and interpret author's craft, citing evidence where appropriate by…** • R–6–6.1 Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, <u>simile, metaphor, foreshadowing, or suspense</u>) to analyze literary work (State)	**R–7–6** **Analyze and interpret author's craft, citing evidence where appropriate by…** • R–7–6.1 Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, <u>repetition, flashback,</u> foreshadowing, or <u>personification</u>) to analyze literary works (State) EXAMPLE: Why did the author choose to use flashback in this story?	**R–8–6** **Analyze and interpret author's craft, citing evidence where appropriate by…** • R–8–6.1 Demonstrating knowledge of <u>author's style</u> or use of literary elements and devices (e.g., imagery, repetition, flashback, foreshadowing, personification, <u>hyperbole, symbolism, or use of punctuation</u>) to analyze literary works (Local)	**R–10–6** **Analyze and interpret author's craft, citing evidence where appropriate by…** • R–10–6.1 Demonstrating knowledge of author's style or use of literary elements and devices (i.e., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, <u>analogy, allusion, diction, syntax</u>, or use of punctuation) to analyze literary works (State)	**R–12–6** **Analyze and interpret author's craft <u>within or across texts,</u> citing evidence where appropriate by…** • R-12-6.1a. Demonstrating knowledge of author's style or use of literary elements and devices (e.g., <u>simile, metaphor, point of view,</u> imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogize allusion, diction, syntax, genre, or bias, or use of punctuation, etc.) to analyze literary works (Local) • R—12—6.1.b. <u>Examining author's style or use of literary devices to convey theme</u> (Local)
• R—5—6.2 No GLE at this grade level	• R—6—6.2 <u>Demonstrating knowledge of use of literary elements and devices (e.g., rhyme, alliteration, dialogue, flashback, onomatopoeia, repetition, or idioms</u>) to analyze literary works (Local)	R—7—6.2 Demonstrating knowledge of use of literary elements and devices (e.g., <u>rhyme schemes</u>, alliteration, simile, dialogue, <u>metaphors</u>, onomatopoeia, repetition, or idioms to analyze literary works (Local)	(R—8—6.2 becomes subsumed under R—8—6.1, since all aspects are assessed Locally in grade 8)		

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ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-16)					
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and GSEs. See Appendix A for a list of suggested literary texts for instructional and assessment purposes.					
End of Grade 5 LOCAL ONLY	**End of Grade 6 LOCAL ONLY**	**End of Grade 7 LOCAL ONLY**	**End of Grade 8 LOCAL ONLY**	**End of Grade 10 LOCAL ONLY**	**End of Grade 12 LOCAL ONLY**
R—5--16 **Generates a personal response to what is read through a variety of means …** • R—5—16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local)	**R—6—16** **Generates a personal response to what is read through a variety of means and through…** • R—6—16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local)	**R—7—16** **Generates a personal response to what is read through a variety of means …** • R—7—16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local)	**R—8—16** **Generates a personal response to what is read through a variety of means …** • R—8—16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local)	**R—10—16** **Generates a personal response to what is read through a variety of means…** • R—10—16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local)	**R—12—16** **Generates a personal response to what is read through a variety of means…** • R—12—16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local)
• R—5—16.2 <u>Providing relevant details to support the conclusions made</u> (Local)	• R—6—16.2 Providing relevant details to support the connections made or <u>judgments (interpretive, analytical, evaluative, or reflective)</u> (Local)	• R—7—16.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local)	• R—8—16.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local)	• R—10—16.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local)	• R—12—16.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local)
GLEs/GSEs R-6 and R-16 assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					

2006 Version

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INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.1 to R-7.2)					
All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and GSEs. See Appendix A for a list of suggested informational texts for instructional and assessment purposes.					
End of Grade 5 **State assessed at Grade 6**	**End of Grade 6** **State assessed at Grade 7**	**End of Grade 7** **State assessed at Grade 8**	**End of Grade 8** **LOCAL ONLY**	**End of Grade 10** **State assessed at Grade 11**	**End of Grade 12** **LOCAL ONLY**
R–5–7 **Demonstrate initial understanding of informational texts (expository and practical texts) by…** • R–5–7.1a Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)	**R–6–7** **Demonstrate initial understanding of informational texts (expository and practical texts) by…** • R–6–7.1a Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)	**R–7–7** **Demonstrate initial understanding of informational texts (expository and practical texts) by…** • R–7–7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, <u>transitional devices</u>, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)	**R–8–7** **Demonstrate initial understanding of informational texts (expository and practical texts) by…** • R–8–7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (Local)	**R–10–7** **Demonstrate initial understanding of informational texts (expository and practical texts) by…** • R–10–7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including <u>use of white space</u>), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)	**R–12–7** **Demonstrate initial understanding of informational texts (expository and practical texts) by…** • R—12--7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (Local)
• R–5–7.1b Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines, <u>citations</u>) (Local)	• R—6—7.1b Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines, citations, or <u>transitional devices</u>) (Local)				
• R–5–7.2 Using information from the text to answer questions related to main/central ideas or key details (State)	• R–6–7.2 Using information from the text to answer questions related to main/central ideas or key details (State)	• R–7–7.2 Using information from the text to answer questions, <u>to state the main/central ideas, or to provide supporting details</u> (State)	• R–8–7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)	• R–10–7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; <u>to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams.</u> (State)	• R—12--7.2 Using information from the text to answer questions, <u>perform specific tasks, or solve problems;</u> to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or to interpret maps, charts, timelines, tables, or diagrams (Local)

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INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.3)					
All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and GSEs. See Appendix A for a list of suggested informational texts for instructional and assessment purposes.					
End of Grade 5 State assessed at Grade 6	**End of Grade 6** State assessed at Grade 7	**End of Grade 7** State assessed at Grade 8	**End of Grade 8** LOCAL ONLY	**End of Grade 10** State assessed at Grade 11	**End of Grade 12** LOCAL ONLY
R–5–7 Demonstrate initial understanding of informational texts (expository and practical texts) by… • R–5–7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)	**R–7–7 Demonstrate initial understanding of informational texts (expository and practical texts) by…** • R–6–7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)	**R–7–7 Demonstrate initial understanding of informational texts (expository and practical texts) by…** • R–7–7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)	**R–8–7 Demonstrate initial understanding of informational texts (expository and practical texts) by…** • R–8–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) (Local)	**R–10–7 Demonstrate initial understanding of informational texts (expository and practical texts) by…** • R–10–7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)	**R–12–7 Demonstrate initial understanding of informational texts (expository and practical texts) by…** • R-12-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting (including flowcharts), mapping, paraphrasing, summarizing, comparing/contrasting, outlining, or connecting information with related ideas, etc.) (Local)
(GLE/GSE R-7 assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					

2006 Version

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Including New England Common Assessment Program (*NECAP-STATE*) GLEs for Reading in Grades 5-8

INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.4 to R-7.5)

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and GSEs. See Appendix A for a list of suggested informational texts for instructional and assessment purposes.

End of Grade 5 LOCAL ONLY	End of Grade 6 LOCAL ONLY	End of Grade 7 LOCAL ONLY	End of Grade 8 LOCAL ONLY	End of Grade 10 LOCAL ONLY	End of Grade 12 LOCAL ONLY
R–5–7: Demonstrate initial understanding of informational texts (expository and practical texts) by…	**R–6–7: Demonstrate initial understanding of informational texts (expository and practical texts) by…**	**R–7–7: Demonstrate initial understanding of informational texts (expository and practical texts) by…**	**R–8–7: Demonstrate initial understanding of informational texts (expository and practical texts) by…**	**R–10–7: Demonstrate initial understanding of informational texts (expository and practical texts) by…**	**R–12–7: Demonstrate initial understanding of informational texts (expository and practical texts) by…**
• R-5-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	• R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	• R-7-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	• R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	• R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	• R—12--7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)
• R-5-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet websites, biographies; and **practical/functional texts:** procedures, instructions, book orders, announcements, invitations, recipes, menus (Local)	• R-6-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** dictionaries, glossaries, thesauruses, encyclopedias, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets) (Local)	• R-7-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets) (Local)	• R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules) (Local)	• R-10-7.5 Identifying the characteristics of a variety of types of text (e.g., **reference** - See Appendix A for suggestions), public documents (drivers' manuals) and discourse, essays (including literary criticisms), articles, technical manuals, editorials/commentaries, primary source documents, periodicals, job-related materials, speeches, on-line reading, documentaries; and **practical/functional** (See Appendix A for suggestions) (Local)	• R--12--7.5 Identifying the characteristics of a variety of types of text (e.g., **reference** - See Appendix A for suggestions), public documents (drivers' manuals) and discourse, essays (including literary criticisms), articles, technical manuals, editorials/commentaries, primary source documents, periodicals, job-related materials, speeches, on-line reading, documentaries; and **practical/functional (**See Appendix A for suggestions) (Local)

(GLE/GSE R-7 assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

READING

New Hampshire and Rhode Island Grade Level/Span Expectations *LOCAL* (GLEs/GSEs) for grades 5-8 amd *LOCAL GSEs* for 9-10 and 11-12
Including New England Common Assessment Program (*NECAP-STATE*) GLEs for Reading in Grades 5-8

ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.1 to R-8.2)					
All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in NECAP GLEs and GSEs. See Appendix A for a list of suggested informational texts for instructional and assessment purposes.					
End of Grade 5 **State assessed at Grade 6**	**End of Grade 6** **State assessed at Grade 7**	**End of Grade 7** **State assessed at Grade 8**	**End of Grade 8** LOCAL ONLY	**End of Grade 10** **State assessed at Grade 11**	**End of Grade 12** LOCAL ONLY
R–5–8 **Analyze and interpret informational text, citing evidence as appropriate by…** • R–5–8.1 Connecting information *within* a text or *across* texts (State)	**R–6–8** **Analyze and interpret informational text, citing evidence as appropriate by…** • R–6–8.1 Connecting information *within* a text or *across* texts (State)	**R–7–8** **Analyze and interpret informational text, citing evidence as appropriate by…** • R–7–8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State)	**R–8–8** **Analyze and interpret informational text, citing evidence as appropriate by…** • R–8–8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (Local)	**R–10–8** **Analyze and interpret informational text, citing evidence as appropriate by…** • R–10–8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State) EXAMPLE: Students are asked to compare information presented in two textual excerpts.	**R–12–8** **Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by…** • R–12–8.1 Explaining connections among ideas *across multiple* texts (Local)
• R–5–8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)	• R–6–8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)	• R–7–8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)	• R–8–8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)	• R–10–8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State) EXAMPLE: How does the title of the article reflect the author's perspective?	• R—12--8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)
• R–5–8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)	• R–6–8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)	• R–7–8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas that are relevant (State) EXAMPLE (of evaluating): Given a statement (opinion, judgment, or assertion), students provide evidence from the text that this statement does/does not support the author's purpose in writing the piece.	• R–8–8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)	• R–10–8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)	• R—12--8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)

2006 Version

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READING

Grade 5 – Grade 12

New Hampshire and Rhode Island Grade Level/Span Expectations *LOCAL* (GLEs/GSEs) for grades 5-8 amd *LOCAL GSEs* for 9-10 and 11-12
Including New England Common Assessment Program (*NECAP-STATE*) GLEs for Reading in Grades 5-8

ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.3 to R-8.6)					
All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in NECAP GLEs and GSEs. See Appendix A for a list of suggested informational texts for instructional and assessment purposes.					
End of Grade 5 **State assessed at Grade 6**	**End of Grade 6** **State assessed at Grade 7**	**End of Grade 7** **State assessed at Grade 8**	**End of Grade 8** **LOCAL ONLY**	**End of Grade 10** **State assessed at Grade 11**	**End of Grade 12** **LOCAL ONLY**
R–5–8 **Analyze and interpret informational text, citing evidence as appropriate by…** • R–5–8.4 Distinguishing fact from opinion (State)	**R–6–8** **Analyze and interpret informational text, citing evidence as appropriate by…** • R–6–8.4 Distinguishing fact from opinion, and identifying possible bias/propaganda (State)	**R–7–8** **Analyze and interpret informational text, citing evidence as appropriate by…** • R–7–8.4 Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (State)	**R–8–8** **Analyze and interpret informational text, citing evidence as appropriate by…** • R–8–8.4 Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local)	**R–10–8** **Analyze and interpret informational text, citing evidence as appropriate by…** • R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)	**R–12–8** **Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by…** • R-12--8.4 Critiquing author's use of strategies to achieve intended purpose or message (e.g., to inform, explain, entertain, persuade) (Local) EXAMPLE (critique public documents): May include analysis of using anecdotes, addressing counterclaims, appealing to audience, using emotionally-laden language EXAMPLE (critique functional documents): May include visual appeal, logical sequences, awareness of possible reader misunderstanding
• R–5–8.5 Making inferences about causes or effects (State)	• R–6–8.5 Making inferences about causes or effects (State)	• R–7–8.5 Making inferences about causes or effects (State)	• R–8–8.5 Making inferences about causes or effects (Local)	• R–10–8.5 Making inferences about causes and/or effects (State)	• R-12--8.5 Making inferences about causes and effects (Local)
• R-5-8.6 No GLE at this grade level	• R-6-8.6 No GLE at this grade level	• R-7-8.6 Evaluating the clarity and accuracy of information (Local)	• R-8-8.6 Evaluating the clarity and accuracy of information (Local)	• R-10-8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (State)	• R-12--8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (Local)
(GLE/GSE R-8 assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					

All of the concepts and skills identified at a given grade level are "fair game" for large-scale assessment purposes, if marked "(state)." However, conjunctions used throughout this document have specific meaning. The use of the conjunction "or" means that a student can be assessed on all or just some of the elements of the GLE/GSE in a given year. The use of "and" between elements of a GLE/GSE means that the *intent* is to assess each element every year. In some situations, "or" is used when students have choices about how they will cite supporting evidence for their responses.

READING
Grade 5 – Grade 12
New Hampshire and Rhode Island Grade Level/Span Expectations *LOCAL* (GLEs/GSEs) for grades 5-8 amd *LOCAL GSEs* for 9-10 and 11-12
Including New England Common Assessment Program (*NECAP-STATE*) GLEs for Reading in Grades 5-8

READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12)					
End of Grade 5 **LOCAL ONLY**	**End of Grade 6** **LOCAL ONLY**	**End of Grade 7** **LOCAL ONLY**	**End of Grade 8** **LOCAL ONLY**	**End of Grade 10** **LOCAL ONLY**	**End of Grade 12** **LOCAL ONLY**
R–5–12 **Demonstrates ability to monitor comprehension for different types of texts and purposes by…** • R—5—12.1 Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting, and confirming through use of print, syntax/ language structure, semantics/ meaning, or other context cues) • **R-5-12.2 Subsumed in R--12.1**	**R—6—12** **Demonstrates ability to monitor comprehension for different types of text and purposes by…** R—6—12.1 Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/ meaning, or other context cues,) (Local)	**R—7—12** **Demonstrates ability to monitor comprehension for different types of text and purposes by…** • R—7—12.1 Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/ meaning, or other context cues, etc.) (Local)	**R—8—12** **Demonstrates ability to monitor comprehension for different types of text and purposes by…** • R—8—12.1 Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/ meaning, or other context cues, etc.) (Local)	**R—10—12** **Demonstrates ability to monitor comprehension <u>and strategy use</u> for different types of texts and purposes by…** • R—10—12.1 Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, <u>using flexible note taking/mapping systems</u>, skimming, scanning, etc.) (Local)	**R—12—12** **Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by…** • R-12--12.1 Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, using flexible note taking/mapping systems, skimming, scanning, etc.) (Local)

All of the concepts and skills identified at a given grade level are "fair game" for large-scale assessment purposes, if marked "(state)." However, conjunctions used throughout this document have specific meaning. The use of the conjunction "or" means that a student can be assessed on all or just some of the elements of the GLE/GSE in a given year. The use of "and" between elements of a GLE/GSE means that the *intent* is to assess each element every year. In some situations, "or" is used when students have choices about how they will cite supporting evidence for their responses.

READING
Grade 5 – Grade 12
New Hampshire and Rhode Island Grade Level/Span Expectations *LOCAL* (GLEs/GSEs) for grades 5-8 amd *LOCAL GSEs* for 9-10 and 11-12
Including New England Common Assessment Program (*NECAP-STATE*) GLEs for Reading in Grades 5-8

READING STRATEGIES: Reading Comprehension Strategies (R-13)					
End of Grade 5 **LOCAL ONLY**	**End of Grade 6** **LOCAL ONLY**	**End of Grade 7** **LOCAL ONLY**	**End of Grade 8** **LOCAL ONLY**	**End of Grade 10** **LOCAL ONLY**	**End of Grade 12** **LOCAL ONLY**
R—5—13 **Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text.** (Local) EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, <u>and inferential questions</u>; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); <u>taking notes</u>; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition, description classification, support, and <u>logical/ sequential</u>) (Local) (See also Appendix D)	R—6—13 **Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text.** (Local) EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition, description, classification and support, logical/ sequential) (Local) (See also Appendix D)	R —7—13 **Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text** (Local) EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical/ sequential) (Local) (See also Appendix D)	R—8—13 **Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text** (Local) EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical/ sequential) (Local) (See also Appendix D)	R—10—13 **Uses Comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text** (Local) EXAMPLES of reading comprehension strategies might include: using prior knowledge; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, inferential, analysis, synthesis, and evaluative questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self , text to text, and text to world); taking notes; <u>locating and using text discourse features and elements to support inferences and generalizations about information (e.g. vocabulary, text structure, evidence, format, use of language, arguments used</u>); or using cues for text structures (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical, sequential) (Local) (See also Appendix D)	R—12—13 **Uses Comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text** (Local) EXAMPLES of reading comprehension strategies might include: using prior knowledge; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, inferential, analysis, synthesis, and evaluative questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self , text to text, and text to world); taking notes; locating and using text discourse features and elements to support inferences and generalizations about information (e.g. vocabulary, text structure, evidence, format, use of language, arguments used); or using cues for text structures (e.g., chronological, cause/effect, compare/contrast, proposition and support) (Local) (See also Appendix D)
(GLEs/GSEs R-12 and R-13 assume increasing text complexity across grade levels. See Appendix for descriptions of increasing text complexity.)					

READING

Grade 5 – Grade 12

**New Hampshire and Rhode Island Grade Level/Span Expectations *LOCAL* (GLEs/GSEs) for grades 5-8 amd *LOCAL GSEs* for 9-10 and 11-12
Including New England Common Assessment Program (*NECAP-STATE*) GLEs for Reading in Grades 5-8**

BREADTH OF READING: Reading Widely and Extensively (R-14)					
End of Grade 5 **LOCAL ONLY**	**End of Grade 6** **LOCAL ONLY**	**End of Grade 7** **LOCAL ONLY**	**End of Grade 8** **LOCAL ONLY**	**End of Grade 10** **LOCAL ONLY**	**End of Grade 12** **LOCAL ONLY**
R—5—14 **Demonstrates the habit of reading widely and extensively* by…** • R—5—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local)	**R—6—14** **Demonstrates the habit of reading widely and extensively* by…** • R—6—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local)	**R—7—14** **Demonstrates the habit of reading widely and extensively* by…** • R—7—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local)	**R—8—14** **Demonstrates the habit of reading widely and extensively* by…** • R—8—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local)	**R—10—14** **Demonstrates the habit of reading widely and extensively* by…** • R—10—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local)	**R—12—14** **Demonstrates the habit of reading widely and extensively* by…** • R—12—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local)
• R—5—14.2 Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local) (See Appendix A)	• R—6—14.2 Reading from a wide range of genres/ kinds of text, <u>including primary and secondary sources,</u> and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local) (See Appendix A)	• R—7—14.2 Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local) (See Appendix A)	• R—8—14.2 Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local) (See Appendix A)	• R—10—14.2 Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local) (See Appendix A)	• R—12—14.2 Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local) (See Appendix A)
• R—5—14.3 Reading multiple texts for depth of understanding an author, <u>a subject</u>, a <u>theme</u>, or genre (Local)	• R—6—14.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)	• R—7—14.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)	• R—8—14.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)	• R—10—14.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)	• R—12—14.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)

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All of the concepts and skills identified at a given grade level are "fair game" for large-scale assessment purposes, if marked "(state)." However, conjunctions used throughout this document have specific meaning. The use of the conjunction "or" means that a student can be assessed on all or just some of the elements of the GLE/GSE in a given year. The use of "and" between elements of a GLE/GSE means that the *intent* is to assess each element every year. In some situations, "or" is used when students have choices about how they will cite supporting evidence for their responses.

READING

Grade 5 – Grade 12

New Hampshire and Rhode Island Grade Level/Span Expectations *LOCAL* (GLEs/GSEs) for grades 5-8 amd *LOCAL GSEs* for 9-10 and 11-12
Including New England Common Assessment Program (*NECAP-STATE*) GLEs for Reading in Grades 5-8

BREADTH OF READING: Reading Widely and Extensively (R-17)					
End of Grade 5 **LOCAL ONLY**	**End of Grade 6** **LOCAL ONLY**	**End of Grade 7** **LOCAL ONLY**	**End of Grade 8** **LOCAL ONLY**	**End of Grade 10** **LOCAL ONLY**	**End of Grade 12** **LOCAL ONLY**
R—5—17 **Demonstrates participation in a literate community by…** • R—5—17.1 Self-selecting reading materials aligned with reading ability and personal interests (Local)	**R—6—17** **Demonstrates participation in a literate community by…** • R—6—17.1 Self-selecting reading materials aligned with reading ability and personal interests (Local)	**R—7—17** **Demonstrates participation in a literate community by…** • R—7—17.1 Self-selecting reading materials in line with reading ability and personal interests (Local)	**R—8—17** **Demonstrates participation in a literate community by…** • R—8—17.1 Self-selecting reading materials in line with reading ability and personal interests (Local)	**R—10—17** **Demonstrates participation in a literate community by…** • R—10—17.1 Self-selecting reading materials in line with reading ability and personal interests (Local)	**R—12—17** **Demonstrates participation in a literate community by…** • R—12—17.1 Self-selecting reading materials in line with reading ability and personal interests (Local)
• R—5—17.2 Participating in <u>in-depth</u> discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others. (Local)	• R—6—17.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)	• R—7—17.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)	• R—8—17.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)	• R—10—17.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)	• R—12—17.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)
*Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time and frequency of reading.					

2006 Version

New Hampshire and Rhode Island Grade Level/Span Expectations *LOCAL* (GLEs/GSEs) for grades 5-8 amd *LOCAL GSEs* for 9-10 and 11-12
Including New England Common Assessment Program (*NECAP-STATE*) GLEs for Reading in Grades 5-8

BREADTH OF READING: Reading for Research Across Content Areas (R-15)					
End of Grade 5 **LOCAL ONLY**	**End of Grade 6** **LOCAL ONLY**	**End of Grade 7** **LOCAL ONLY**	**End of Grade 8** **LOCAL ONLY**	**End of Grade 10** **LOCAL ONLY**	**End of Grade 12** **LOCAL ONLY**
R—5—15 **Research* by reading multiple sources (including print and non-print texts) to report information, <u>solve a problem</u>, or to formulate a judgment by…**	**R—6—15** **Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or <u>to make a decision</u>, or to formulate a judgment by…**	**R—7—15** **Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or <u>to support a thesis</u> by…**	**R—8—15** **Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by…**	**R—10—15** **Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by…**	**R—12—15** **Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by…**
• R—5—15.1 <u>Identifying potential sources of information from those provided</u> (Local)	• R—6—15.1 <u>Identifying potential sources of information</u> (Local)	• R—7—15.1 Identifying potential sources of information (Local)	• R—8—15.1 Identifying <u>and evaluating</u> potential sources of information (Local)	• R—10—15.1 Identifying and evaluating potential sources of information (Local)	• R—12—15.1 Identifying and evaluating potential sources of information (Local)
• R—5—15.2 Evaluating information presented, in terms of relevance (Local)	• R—6—15.2 Evaluating information presented, in terms of relevance (Local)	• R—7—15.2 Evaluating information presented, in terms of relevance (Local)	• R—8—15.2 Evaluating information presented, in terms of <u>completeness</u> and relevance (Local)	• R—10—15.2 Evaluating <u>and selecting</u> the information presented, in terms of completeness, relevance, <u>and validity</u> (Local)	• R—12—15.2 Evaluating and selecting the information presented, in terms of completeness, relevance, and validity (Local)
• R—5—15.3 Gathering, <u>organizing, and interpreting</u> the information (Local)	• R—6—15.3 Gathering, organizing, and interpreting the information (Local)	• R—7—15.3 Gathering, organizing, <u>analyzing</u>, and interpreting the information (Local)	• R—8—15.3 Gathering, organizing, analyzing, and interpreting the information (Local)	• R—10—15.3 Organizing, analyzing, and interpreting the information (Local)	• R—12—15.3 Organizing, analyzing, and interpreting the information (Local)
• R—5—15.4 Using evidence to support conclusions (Local)	• R—6—15.4 Using evidence to support conclusions (Local)	• R—7—15.4 Using evidence to support conclusions (Local)	• R—8—15.4 Using evidence to support conclusions (Local)	• R—10—15.4 <u>Drawing conclusions/judgments</u> and supporting them with evidence (Local)	• R—12—15.4 Drawing conclusions/judgments and supporting them with evidence (Local)
*Research materials should be at the student's instructional and independent reading levels, including print and non-print texts.					

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Appendix A: *Suggested* Informational and Literary Texts

Suggested Informational and Literary Texts (Print and Non-Print) for Instruction and Assessment
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY and INFORMATIONAL texts. Recognizing a variety of texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and GSEs. Suggested Texts listed below are not meant to be exhaustive for any given grade level. (Underlining indicates additional text types introduced for the first time at this grade level.)

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Suggested **Informational Texts include, but are not limited to**	***Suggested*** **Informational Texts include, but are not limited to**	***Suggested*** **Informational Texts include, but are not limited to**	***Suggested*** **Informational Texts include, but are not limited to**	***Suggested*** **Informational Texts include, but are not limited to**	***Suggested*** **Informational Texts include, but are not limited to**
Reference materials: Dictionaries, glossaries, encyclopedias, children's magazines, content trade books, student newspapers, textbooks, etc. **Practical texts:** Procedures/instructions, announcements, invitations, book orders, etc.	**Reference materials:** Dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, student newspapers, textbooks, biographies, Internet websites, etc. **Practical/functional texts:** Procedures/instructions, announcements, invitations, book orders, recipes, menus, etc.	**Reference materials:** Dictionaries, thesauruses, reports, encyclopedias, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, etc. **Practical/functional texts:** Procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, etc.	**Reference materials:** Thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals, etc. **Practical/functional texts:** Procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, etc.	**Reference materials:** Reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals, etc. **Practical/functional texts:** Procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules, etc.	**Reference materials:** Reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, legal documents (i.e, Supreme Court case decisions, lease agreements), public documents (drivers' manuals) and discourse, essays (including literary criticisms), articles, technical manuals, editorials/commentaries, primary source documents, periodicals, job-related materials, speeches, on-line reading, documentaries, etc. **Practical/functional texts:** Procedures/instructions, announcements, invitations, advertisements, pamphlets, schedules, memos, applications, catalogues, etc.
Suggested **Literary Texts include, but are not limited to**	***Suggested*** **Literary Texts include, but are not limited to**	***Suggested*** **Literary Texts include, but are not limited to**	***Suggested*** **Literary Texts include, but are not limited to**	***Suggested*** **Literary Texts include, but are not limited to**	***Suggested*** **Literary Texts include, but are not limited to**
Poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, etc	Poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, etc.	Poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, etc.	Poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, etc.	Poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, epics (poems, novels, dramas), etc.	Poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, epics, novels, dramatic presentations, comedies, tragedies, satires, parodies, memoirs, epistles, etc.

26   **(Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)**   **2006 Version**

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Appendix B: The Six Syllable Types

1. **closed** – [not] - closed in by a consonant - vowel makes its **short** sound. **open** – [no] - ends in a vowel - vowel makes its **long** sound
3. **silent e** – [note] - ends in vowel consonant e - vowel makes its **long** sound
4. **vowel combination** – **[**nail] the two vowels together make a sound
5. **r-controlled** – [bird] - contains a vowel plus "r" - vowel sound is changed
6. **consonant - l - e** –[table] - at the end of a word

Appendix C: Reading Fluency Rates

Recommended Fluency Rates * (in words read correctly per minute)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Oral:	90-120	115-140	125-150	135-160	140-175	150-180
Silent:	115-140	130-175	160-200	190-220	215-245	235-270

The following sources were referenced to determine fluency rates:
- Caldwell, *Reading Assessment*, Guilford Press, 2002
- Fountas and Pinnell, *Guiding Readers and Writers Grades 3-6*, Heinemann, 2001
- *Put Reading First*, National Institute for Literacy, 2001
- Lipson and Wixson, *Assessment and Instruction of Reading and Writing Difficulty*, Pearson Education, 2003
- NAEP's Scale for Assessing Oral Reading Fluency, 2001
- Rasinski. *The Fluent Reader*, Scholastic, 2003

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Appendix D: Metacognition Strategies for Understanding Text

Teachers continually model and reinforce use of strategies, so that students learn to flexibly apply strategies that help them comprehend and interpret literary and informational texts.
Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts.
Complexity of text and purpose of reading will determine the extent to which each strategy is applied.

Before reading, students…	During reading, students…	After reading, students…
- Set a purpose - Activate prior knowledge (schema) - Preview text - Identify text structure clues (e.g., chronological, cause/effect, compare/contrast, etc.) - Locate text features (e.g., transitional words, subheadings, bold print, etc.) - Use Cues: graphics and pictures - Skim/Scan - Predict and make text-based references - Sample a page of text for readability and interest	- Self-monitor using: - Meaning - Language structure - Print cues - Reread - Self-correct - Clarify - Determine Importance - Generate literal, clarifying, and inferential questions - Visualize - Construct sensory images - Summarize and paraphrase - Check predictions - Interpret - Literal meaning - Inferential meaning - Make Connections, using - Graphics - Pictures - Monitor fluency (oral/silent; or text complexity) - Adjust rate - Use punctuation and dialogue cues - Use phrasing, intonation, expression - Read for accuracy - Use note-taking strategies	- Reread for confirmation - Summarize and paraphrase key ideas - Evaluate - Accuracy of information - Literary merit and use of author's craft - Clarify - Analyze information within and across texts - Support conclusions with references from text - Synthesize - Connect ideas/themes in text to… - Text: Compare one text to another text - Self: Relate and explain ideas or events in text to personal experience - World: Recognize commonalities of text to world

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Appendix E: Glossary of Reading Terms

Affix – A meaningful part of a word that is attached before (prefix) or after (suffix) a root or base word to modify its meaning.

Alliteration -The repetition of initial consonant sounds in neighboring words. (For example: The slithering, slimy snake)

Allusion - A reference to a familiar person, place, or thing.

Analogy - A comparison of two or more similar objects, suggesting that if they are alike in certain respects, they will probably be like in other ways, too.

Analysis - A separating of a whole into its parts with an examination of these parts to find out their nature and function.

Antagonist - A person or thing working against the main character.

Antonym - A word that is opposite in meaning to another word. (For example: love – hate, hot-cold)

Author's Craft – The techniques the author chooses to enhance writing. (Examples of author's craft: style, bias, point of view, flashback, foreshadowing, symbolism, figurative language, sensory details, soliloquy, stream of consciousness, etc.)

Autobiography – An account of the life of an individual written by the subject, classified as non-fiction.

Base Word – A free morpheme (can stand alone), to which affixes can be added. (For example: worry)

Bias - A highly personal judgment.

Biography – An account of the life of an individual, classified as non-fiction or informational text.

Cause/Effect – A text or response to reading text which provides explanations or reasons for phenomena.

Character - A person, animal, or object that takes part in the action of a literary work. The main or major character is the most important and central to the action. A minor or supporting character is one who takes part in the action, but is not the focus of the attention.

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Characterization - The method an author uses to reveal the characters and their various personalities. Authors use two major methods of characterization: direct and indirect. When using direct characterization, a writer states the characters' traits, actions, motives, or feelings. When describing a character indirectly, a writer depends on the reader to draw conclusions about the character's traits or uses other participants in the story to reveal a character's traits and motives.

Cite - To quote as an example.

Citation - A direct quote from the text, as opposed to a generalized summary or statement; an acknowledgment and documentation of sources of information.

Climax – Turning point in the action of a plot

Comparison/Contrast - A text or response to reading text that identifies how information presented has similar or different characteristics or qualities.

Conflict - The problem or struggle in a story that triggers the action. Conflicts may be internal (struggles from within a character) or external.

Context - The set of facts or circumstances surrounding an event or a situation, explanation of characters, or definition of important terms in text; the background information the reader needs to know in order to fully understand the message of the text.

Context clues - Information in the reading passage that helps the reader determine the meaning of unfamiliar words or phrases, such as illustrations or the meaning of other words in the text.

Controlling Idea – This is the main idea/focus that runs throughout the paper or text.

Conventions - Features of standard written English that usually include sentence formation, grammar, spelling, usage, punctuation, and capitalization.

Decode – The ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondence

Dialects – Regional or social language

Dialogue - A conversation between two characters. In poems, novels, and short stories, dialogue is usually set off by quotations marks to indicate a speaker's exact words; in a play, dialogue follows the names of the characters, and no quotation marks are used.

Diction - An author's choice of words based on their accuracy, clarity, and effectiveness.

Drama - A story written for performance by actors. Dramas are often divided into parts called acts, which are often divided into smaller parts called scenes.

Epistle – A literary letter intended for public audience

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Evaluate - Examine and judge carefully, based on evidence found in the text.

Figurative Language - Language used in writing or speech that is not meant to be interpreted literally, as the intent of the language is to create a special effect, idea, image, or feeling.

Fluency - The clear, easy, written or spoken expression of ideas, or freedom from word-identification problems that may hinder comprehension during silent reading or the expression of ideas during oral reading; The ability to read text accurately, quickly, and with proper expression, phrasing, and intonation between word recognition and comprehension; Rapidly and automatically recognizing and decoding words, with evidence that the reader is accessing the deeper meaning of the text; Assessment of fluency is associated with rate, accuracy, and scores on comprehension tests.

Focus - The concentration of a specific idea(s) within the topic the writer is addressing; the main/central idea that runs through a text. (For example: If the topic is "horses," the focus might be: Horses are very expensive to own.)

Genre - A category used to classify literary works, usually by form, technique, or content. For example, literature is commonly divided into three manor genres: poetry, prose, and drama. Each genre is, in turn, divided into sub-genres

Graphic Organizer- A diagram or pictorial device used to record and show relationships among ideas or information.

Historical fiction – Fiction drawn from the writer's imagination, but true to life in some period of the past.

Homonym - One of two words that have the same sound and often the same spelling but differ in meaning. (For example, *bear* "to carry," *bear* (the animal), and *bare* "naked.")

Homophone - One of two or more words that are pronounced the same but differ in meaning, origin, and sometimes spelling. [For example, hair/hare, knight/night, and (fish) scale /(musical) scale.]

Hyperbole - A figure of speech in which exaggeration is used for emphasis or effect.

Inference - A deduction or conclusion made from facts that are suggested or implied rather than overly stated. (For example: Mom said that I should study more and watch television less. I inferred that I should get better grades or the television would be taken out of my room.)

Informational text – A text that provides facts, ideas, and principles that are related to the physical, biological, or social world; classified as non-fiction text.

Literary conflict - The tension that grows out of the interplay of the two opposing forces in a plot.

Literary devices - Tools used by the author to enliven and provide voice to the writing, such as dialogue, alliteration, foreshadowing, personification, metaphors, etc.

Literary elements - The essential techniques used in literature, such as characterization, setting, plot, and theme.

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Metaphor - A figure of speech in which one thing is described in terms of another to make an implicit comparison – that is, a comparison that does not use words such as "like" or "as." (For example: The sky's lamp was bright.)

Mood – A feeling created by text

Morpheme – The smallest meaningful unit of language; may be a word or part of a word (For example – "less" or "child")

Narrative - A story, actual or fictional, expressed orally or in writing; a text that tells about a sequence of events.

Narrative passage - Text in any form that recounts or tells a story.

Narrator - The person (or animal or object) telling a story, who may be a character within the story or someone outside of the story.

Onomatopoeia - A figure of speech in which the sound of the word imitates the sounds associated with the objects or actions to which they refer. (For example, *crackle, moo, pop, zoom.)*

Opinion - A belief or conclusion held with confidence, but not sustained with proof.

Paraphrase - Restate text or passage mostly in other (or in own) words.

Personification - The attribution of human qualities to inanimate objects. (For example: *The clouds played and danced in the sky.*)

Phoneme - The smallest unit of sound in a spoken word**;** a speech sound that combines with other sounds in a language to make words.

Phonemic awareness ability to hear, identify and manipulate individual sounds in spoken words; Involves blending, segmenting, deleting sounds, etc.

Phonics - Relationships between the letters of written language and the individual sounds of spoken language

Plot - The plan, design, storyline, or pattern of events in a play, poem, or works of fiction.

Poem - A composition characterized by use of condensed language, chosen for its sound and suggestive power and the use of literary techniques such as rhyme, blank verse, rhythm, meter, and metaphor.

Point of View - The way in which an author reveals characters, events, and ideas when telling a story; the perspective or vantage point from which a story is told.

Problem - The conflict or struggle (internal or external) that causes the action in a story or play. An internal conflict takes place within the mind of a character, such as a struggle to make a decision, take an action, or overcome a feeling. An external conflict is one in which a character struggles against some outside force, such as another person or something in nature.

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Prose - Writing that is not restricted in rhythm, measure, or rhyme; most writing that is not drama, poetry, or song is considered prose.

Protagonist - The main character or hero of a text.

Reading critically - Reading in which a questioning attitude, logical analysis, and inference are used to judge the worth of the text; evaluating relevancy and adequacy of what is read; the judgment of validity of worth of what is read, based on sound criteria and evidence.

Reading rate - The speed at which a person reads; generally measured as words per minute or words correct per minute.

Realistic Fiction – Fiction drawn from the writer's imagination, but is true to life; often focuses on universal human problems.

Resolution - The portion of the play or story in which the problem is resolved. It comes after the climax and falling action and is intended to bring the story to a satisfying end.

Rhyme - A metrical device in which sounds at the ends of words or lines or verse correspond. Another common device is the use of internal rhymes, or rhyming words within lines.

Rhyme scheme - A regular pattern of rhyming words in a poem, usually indicated by assigning a different letter to each rhyme in a stanza such as, *a-b-a-b*.

Rhythm - In verse or prose, the movement or sense of movement communicated by the arrangement of long and short or stressed and unstressed syllables.

Root – A bound morpheme, usually of Latin origin, that cannot stand alone, but is used to form a family of words with related meanings. (For example: "spec")

Self-monitor - Metacognitive awareness and processes whereby the reader realizes that what is being read is or is not making sense, and adjusts reading strategies to improve comprehension.

Semantics - The study of meaning in language, particularly the meaning of words and changes in the meanings.

Setting - The time and place of the action in a literary work. The setting includes all the details of a place and time. In most stories, the setting serves as a backdrop or context in which the characters interact and the plot progresses.

Simile - A figure of speech in which one thing is likened to another using an explicit comparison (that is, using the words "like" or "as") to clarify or enhance an image. (For example: It was as cold as an ice cube.)

Soliloquy - A speech delivered by a character when he/she is alone on the stage; monologue.

Stereotype - A pattern or form that does not change. A character is "stereotyped" if she or he has no individuality and fits the mold of that particular type of person or character, such as a villain.

Style - The characteristic manner used by an author to express ideas and create intended effects, including the writer's use of language, choice of words, and use of literary devices.

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Summary - Writing that presents the main/central points of a larger work in condensed form.

Synonym - Two or more words that have highly similar meanings. (For example: *happy, glad,* and *cheerful.)*

Syntax - The pattern or structure of word order in sentences, clauses, and phrases

Text Structure – The way information is organized and presented. (For example: Fiction texts and biographies generally use a narrative structure and are meant to be read from beginning to end; nonfiction or informational texts are organized by topics or into sections, using text features such as headings, bold print, transitional words/phrases, etc.)

Theme - The central idea, message, concern, or purpose in a literary work, which may be stated directly or indirectly. (For example: In the book *The Pancake*, by Anita Lobel, "People should work together" or "Don't be too cocky" are themes.)

Thesis - The basic proposition put forward by a speaker or writer, which then is proved through fact, argument, or support from a text; the subject or argument of a composition. It is the controlling idea about a topic that the writer is attempting to prove; a sentence that announced the writer's main, unifying controlling idea about a topic. A thesis statement usually contains two main elements: a limited subject (Internet), a strong verb, and the reason for it - the "why"- (The Internet provides information of varying depth and quality).

Tone - The overall feeling or effect created by a writer's use of words, sentence structure, and attitude towards the audience, characters, or topic. This feeling, which pervades the work, may be serious, mock-serious, humorous, sarcastic, solemn, objective, etc.

Traditional literature – Stories passed down orally throughout history. (Examples include: folk tales, fairy tales, myths, legends, and epics.)

Turning Point - The moment in a story or a play when there is a definite change in direction and one becomes aware that it is now about to move toward the end.

Voice - The style and quality of the writing which includes word choice, a variety of sentence structures, and evidence of investment. Voice portrays the author's personality or the personality of the chosen persona. It is the fluency, rhythm, and liveliness in writing that makes it unique to the writer. A distinctive voice establishes personal expression and enhances the writing.

The following sources were referenced in developing the glossary:
- Fountas and Pinnell (2001) *Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Literacy.* Heinemann
- Kemper, Sebranek & Meyer (2001) *The Write Source.* Wilmigton: Houghton Mifflin
- Moats (2003) *LETRS: Language Essentials for Teachers of Reading and Spelling.* Sopris West
- Pennsylvania Department of Education (2003) *Reading Assessment Glossary*
- (2001) *Put Reading First.* National Institute for Literacy, US Department of Education
- (2004) *Tri-State New England Grade Level Expectations* for *Writing* - Appendix A: Writing Glossary

2006 Version

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READING

Grade 5 – Grade 12

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Appendix F: A Discussion of "Increasing Text Complexity"
Karin Hess and Sue Biggam, 2004

The instruction and assessment of reading comprehension presents unique challenges to classroom teachers and test developers alike; and the criteria used in selecting a variety and range of appropriate texts are essential to meeting those purposes. In the classroom, students learn to apply and practice a variety of reading strategies, for different purposes and with different text types. Over time, students who are exposed to a variety of text types with increasing complexity also learn how text features differ by genre, and they gain confidence in pealing back the layers of complexity for a deeper understanding of what is read. In test development, the overall number of test items is driven by the length and type of reading passages and the number of items possible accompanying each passage. Passages for reading assessment, drawn from "authentic" text whenever possible, should always include both literary and informational texts. A series of questions accompanying each reading passage may include initial understanding of text, analysis and interpretation of text, or a combination of both types of questions, especially for longer text passages.

We have learned from NAEP research (1985) that difficulty of text passages was one of the three most important factors in reading comprehension performance of 4th, 8th, and 12th grade students. The other two factors were familiarity with subject matter presented in text and the type (literal, inferential, etc.) of question asked (Chall and Conard, 1991). Other research suggests that at grades 2 and 3, word difficulty may influence text complexity more than other factors (Anderson, 1992). Lipson and Wixson (2003) summarize the challenges of understanding text complexity this way:

"In the past, one of the few text features that was given much attention was its difficulty or readability, as measured by factors such as the number of syllables in the words and the number of words in the sentences. Current research has demonstrated that a number of other factors have a significant impact on both how much and what students understand and learn from a text. The presence or absence of these factors determines the extent to which a given text can be considered 'considerate' (to enable readers with minimal effort) or 'inconsiderate' (text requiring much greater effort). (Armbruster, 1984) "

A variety of factors influence text complexity. The complexity of text, or the degree of challenge of a particular text, is the result of specific combinations and interactions of these factors. For example, a text that has short simple sentences may, nevertheless, be challenging to read/comprehend when it contains abstract ideas, concepts that are unfamiliar, or requires a greater level of interpretation to unlock the intended meaning. Pinnell and Fountas' text leveling system (2002), an extension of the system used by Reading Recovery developed for classroom use at grades 3-6, includes these factors for determining complexity: understanding the nature of print, repeated text, natural language versus book text, supportive text, and high frequency vocabulary. Their system also calls attention to differences between fiction and nonfiction texts in book leveling, and includes descriptors that "overlap" to the next level of difficulty.

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Chall, Bissex, Conard, and Harris-Sharples (1996) suggest that linguistic characteristics (vocabulary and sentence structure and variety) as well as concepts presented, text organization, and background knowledge required of readers all need to be considered in determining appropriateness of text for a given grade level. "Merely breaking up longer sentences and simplifying vocabulary does not guarantee that reading materials will be completely appropriate for lower reading levels." They also point out differences between popular fiction, literature, and informational texts with regard to text difficulty. For example, popular fiction tends to (a) use less figurative language than literature, (b) be more repetition of information, and (c) have more conventional language use; therefore demands on the reader of popular fiction are more about basic understanding of explicit messages than on interpretation of the message.

Criteria for increasing text complexity include factors that interact to affect the relative difficulty of reading particular material. The tables on the following pages describe specific ways in which text materials generally increase in difficulty over the grade span of grades 1 through high school. The descriptors in the tables build from one grade span to the next. It is expected that students would have experience reading text described for their grade levels, as well as those of earlier grade spans.

Factors that Interact to Influence Text Complexity

- **Word Difficulty and Language Structure,** including vocabulary and sentence type and complexity of words or structure (often determined through the use of multiple readability formulas)
- **Text Structure** (e.g., description, chronology, sequence/procedure, cause-effect, proposition-support, problem-solution, critique)
- **Discourse Style** (e.g., satire, humor)
- **Genre and Characteristic Features of the Text**
- **Background Knowledge and/or Degree of Familiarity with Content** needed by the reader (e.g., historical, geographical, or literary references)
- **Level of Reasoning Required** (e.g., sophistication of themes and ideas presented, abstract metaphors, etc.)
- **Format and Layout of Text,** including how text is organized/layout, size and location of print, graphics, and other book/print features
- **Length of Text**

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Descriptors of Text Complexity for Grade Levels or Grade Spans
Karin Hess and Sue Biggam, 2004

Please Note: Sample grade-appropriate text titles are included at the end of the descriptors for each grade span as examples of text that would illustrate many of the characteristics described in the table. In many cases, particular teachers and schools will choose to introduce these specific texts at grade levels below or above the grade level indicated. While every descriptor might not be evident in a sample text passage, it is expected that the sample texts reflect the intent of the descriptors, and many of the indicators.

Text Complexity Descriptors End of Grade 1	Text Complexity Descriptors End of Grade 2
❖ Includes a variety of literary texts (such as fantasy, realistic fiction, poetry), with some complexity in story structure (e.g., multiple episodes) and literary language. ❖ Simple informational books/text. ❖ Illustrations provide moderate support for the reader. ❖ Texts have several sentences per page, with sentences of moderate length and generally simple sentence structure. ❖ Very straightforward text structures. ❖ Familiar content. ❖ In narrative text, details related to story elements (setting, characterization, events, resolution) provide strong support for both literal and interpretive meanings (e.g., for drawing basic inferences or basic conclusions). ❖ Informational texts use clear and consistent formats (e.g., print location on page), illustrations, and simple graphics to support understanding of content. ❖ Simple punctuation is used: period, question mark, exclamation point, quotation marks, and commas.	❖ Includes a variety of literary texts (such as realistic fiction, folktales, humorous stories, poetry) with elaborated episodes and events, and some extended descriptions. ❖ Stories usually have well-developed characters and episodes. ❖ Informational books/text. ❖ Some use of unfamiliar vocabulary, supported by other text features (e.g., such as headings and chapter titles). ❖ Illustrations may or may not be present on each page, but usually provide low to moderate support for the reader. ❖ Sentence structure becomes more complex – including causal phrases. ❖ Straightforward text structures in informational text. ❖ Content usually familiar. ❖ In narrative text, details related to story elements (setting, characterization, goals, attempts, consequences and resolutions) provide moderate support for both literal and interpretive meanings (e.g., for predicting logical outcomes or drawing inferences about problem/solution). ❖ Informational texts use clear formats (e.g., use of simple headings to organize information into categories), illustrations that extend meaning, and simple graphics to support understanding of content. ❖ Full range of punctuation used, except dashes, colons and semicolons.
SAMPLE TEXTS AT THE END OF GRADE 1: *There's a Nightmare in my Closet; The Very Busy Spider; Nobody Listens to Andrew; Ants (Sunshine Science Series)*	*SAMPLE TEXTS AT THE END OF GRADE 2* *George and Martha; Cam Jansen and the Mystery of the Dinosaur Bones; The Stories Julian Tells; Happy Birthday Martin Luther King (Scholastic)*

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Text Complexity Descriptors Grades 3-4	**Text Complexity Descriptors Grades 5-6**
❖ Includes a range of longer literary selections, including realistic fiction and fantasies. Narratives usually include familiar characters or settings. ❖ Informational/functional text including short expository pieces, e.g., descriptive, compare/contrast, directions, simple recipes, etc. ❖ Varied vocabulary, but generally familiar; some figurative language (e.g., similes). Increased use of challenging vocabulary (e.g., multi-syllabic words, words with multiple meanings). Technical words are defined or explained in context. ❖ Sentence structure becoming more elaborate and complex, including some use of passive voice, abstract or descriptive language. ❖ Relatively straightforward text structures. Texts include more information, more complex ideas and relationships (e.g., examples, comparisons). ❖ Content usually builds from shared/somewhat familiar experiences. ❖ In narrative text, the story elements (plot, setting, characterization) provide support for both literal and interpretive meanings. ❖ Informational texts use clear formats, illustrations, and graphics to support understanding of content. Text features include timelines, captions, and maps. ❖ Full range of punctuation used.	❖ Includes a range of literary selections, such as full-length novels, well-crafted short stories (with increasingly diverse characters and settings), historical fiction and myths. ❖ Includes more complex informational/functional texts, such as persuasive essays, procedural "how to" guides, scientific and historical summaries (e.g., textbooks). ❖ More varied and challenging vocabulary, including use of figurative language (idioms, metaphors) and analogies. Some technical terms. ❖ Language in narrative text includes dialect and other linguistic variants to enhance characterization and setting. ❖ Ideas and content increase in number and density. Relationships between ideas become more complex (e.g. flashback may be introduced) in narrative text; graphs and charts are needed to convey key information in expository text. ❖ Content requires general background knowledge. Underlying themes become more complex and more universal. ❖ Interrelationships among story elements become more complex and require more interpretation. Literary elements include flashback, humor, suspense, personification, and exaggeration. ❖ Informational and functional texts use a variety of formats, illustrations, and graphics to support understanding. Text features include chapter headings, glossaries, punctuation guides.
SAMPLE TEXTS AT THE END OF GRADE 3: *The Mouse and the Motorcycle; Sideways Stories; What's the Big Idea; Ben Franklin; Time for Kids magazine* *SAMPLE TEXTS AT THE END OF GRADE 4:* *Cricket in Times Square; Castle in the Attic; WOW magazine (National Wildlife Federation)*	*SAMPLE TEXTS AT THE END OF GRADE 5:* *Tuck Everlasting; Shh! We're Writing the Constitution; Cricket magazine* *SAMPLE TEXTS AT THE END OF GRADE 6:* *True Confessions of Charlotte Doyle; Holes; The Grey King; Cobblestone magazine*

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Text Complexity Descriptors Grades 7-8 and High School

- ❖ Includes a full range of literary genres, including realistic and historical fiction, science fiction, fantasy, and folk literature.
- ❖ Informational/functional texts include primary sources, personal narratives and autobiographies, schedules, and manuals, as well as synthesized information found in textbooks.
- ❖ Increasing number of uncommon words, including words with non-literal meanings and more abstract vocabulary; word choice can reflect diverse historical and cultural context; text often includes technical words with specialized meanings.
- ❖ Language in narrative text is more elaborate and complex, and includes a wide range of dialogue, use of dialects, and varied sentence structure to convey specific meanings.
- ❖ Prose style matches text purpose (informational, recreational, provocative, etc.).
- ❖ Relationships between ideas become less explicit and require more inference or interpretation.
- ❖ Understanding content requires increasing cultural and historical breadth of knowledge.
- ❖ More sophisticated themes.
- ❖ Texts used often call for literary analysis.
- ❖ Informational texts use format, illustrations, and graphics to support understanding of meaning.
- ❖ Text features often include advance organizers, inset text, and technology support.
- ❖ Increasing

SAMPLE TEXTS AT GRADE 7:	SAMPLE TEXTS AT GRADE 8:	SAMPLE TEXTS AT HIGH SCHOOL:
Roll of Thunder, Hear My Cry; Diary of a Young Girl; Muse magazine	*The Upstairs Room; Narrative of the Life of Frederick Douglass; The Giver; Science* magazine	*To Kill a Mockingbird; Night; Into Thin Air; Newsweek* magazine

The following sources were referenced to develop text complexity descriptors:
- ▪ Caldwell, *Reading Assessment*, Guildford Press, 2002.
- ▪ Crafton, *Standards in Practice: Grades K-2*. Urbana, IL: National Council of Teachers of English, 1996.
- ▪ Chall, Bissex, et.al. *Qualitative Assessment of Text Difficulty: A Practical Guide for Teachers and Writers*. Brookline Books, Inc., 1996.
- ▪ Fountas and Pinnell, *Guiding Readers and Writers Grades 3-6*. Heinemann, 2001.
- ▪ *Put Reading First*. National Institute for Literacy, 2001.
- ▪ Lipson and Wixson, *Assessment and Instruction of Reading and Writing Difficulties: An Interactive Approach*. Pearson Education, 2003.
- ▪ National Assessment Governing Board and NAEP Reading Consensus Project. *Draft NAEP Reading Framework*. US Government Printing Office, April 2002.
- ▪ National Assessment Governing Board and NAEP Reading Consensus Project. Reading Framework for the National Assessment of Educational Progress: 1992-2000. US Government Printing Office, 2000.
- ▪ New Standards Primary Literacy Committee. Reading and Writing Grade by Grade: Primary Literacy Standards for Kindergarten through Third Grade. National Center of Education and the Economy and the University of Pittsburgh, 1999.
- ▪ Pinnell and Fountas, Leveled Books for Readers Grades 3-6. Portsmouth, NH: Heinemann, 2002.
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- ▪ Sierra-Perry. *Standards in Practice: Grades 3-5*. Urbana, IL: National Council of Teachers of English, 1996.
- ▪ US Department of Education, Reading: Knowing What Works, K-3. National Institute for Literacy, 2000.
- ▪ Weaver, Brenda. Leveling Books K-6: Matching Readers to Text. International Reading Association, Inc., 2000.
- ▪ Wilhelm. *Standards in Practice: Grades 6-8*. Urbana, IL: National Council of Teachers of English, 1996.

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